**If…..Then Statements**

For Problem of Practice

**IF**….teachers would identify the basic skills needed to be proficient on Standard Course of Study (SCOS) goals.

**IF**…students could gain proficiency in the basic skills needed to be proficient on the SCOS goals.

**IF**….teachers could use data to identify the students lacking proficient understanding of the basic skills.

**THEN**….teachers could target teach those basic skills to build student mastery in the SCOS goals.

**THEN**...students could use those basic skills to build their mastery in the SCOS goals.

**THEN**...students will receive the level of intervention needed to enable them to show growth on SCOS goals.

**THEN**…growth will be evident on the post - assessment.

**Through Target Teach, teachers will identify the skills needed for students to master SCOS objectives.**

**Outcomes**

**Goal**

**Strategies**

1. The basic skills that prohibit a student from mastering SCOS goals will be addressed.

1. Teachers will work in PLC’s to identify the basic skills needed to master SCOS goals.

2. Teachers will review, assess, remediate and re-assess the skills outlined in the Target Teach Calendar.

2. Teachers will use the proven best practices for teaching a basic skill.

1. 70% of students will show proficiency on the post-assessment of Target Teach.

3. Teachers will use data to address specific gaps in student learning at the level of intervention needed.

NELA Evaluation Plan

4. Students will show growth in 3 out every 4 (75%) of the skills taught in a month.

4. Teachers will use the data obtained from Target Teach to recommend students for the more intense after school remediation program.

3. Teachers will work in PLC’s to share best practices for review and remediation.

Target Teach

STRATEGIES

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| ***What did you do?***   1. Teachers will work in PLC’s to identify the basic skills needed to master the SCOS objectives. 2. Teachers will review, assess, remediate and re-assess the basic skills outlined in the Target Teach Calendar. 3. Teachers will work in PLC’s to identify best practices for review and remediation. 4. Teachers will use the data obtained from Target Teach to recommend students for the more intense after school remediation program. | | |
| **Evaluation Questions** | Measures/Data Sources | **Results** |
| ***What do you need to know?*** | ***How will you find out?*** | ***What were the results?*** |
| 1. How do teacher strategically plan to address the basic skills student need to master the SCOS objectives? 2. How many weeks did the teacher complete the plan for Target Teach? 3. Were the best practices identified during PLC’s and implemented during Target Teach? 4. How many students were recommended for intense after school remediation program? | Target Teach Calendar  Lesson Plans  Teacher Self Evaluation Survey  Remediation Recommendation List | * Through the use of PLC’s teachers were able to collaborate and come up with different strategic plans to address the basic skill of the week. Teachers who had prior success in teaching that skill were able to share that strategy with the other teachers as a different/successful strategy to teaching the skill of the week. * In comparing the completed lessons to the calendar, teachers completed the plans \_\_\_\_ weeks out of the planned \_\_\_\_\_ weeks. The weeks that the plans were not completed were due to teacher absence from the school/instruction. * Teachers felt that target teach enabled them to 1. Identify the students in need of in depth attention; 2. Provide enrichment for those students who have grasped the basic skill of the week during the first assessment; 3. Dispel some of the myths the students had concerning certain basic skills that was causing them to respond incorrectly. * Those students consistently scoring way below the goal class average were assigned to either after school tutoring sessions or day tutoring sessions that are more intense than Target Teach. |
| **Decisions** (*Guiding Questions: What do the results mean? What are you going to do now?)*  These results show that there is a need to continuously target the basic skills of reading and math in order to ensure that students are successful in the higher order work we expect them to do. As a result, I recommend that during the next calendar year, teachers and administrators should build into the schedule a consistent time for target teaching. Teachers should be in charge of creating a calendar and facilitating this time in a way that they see that best suites their class. However there should be certain “look for’s” in making sure that the initiative is beneficial. That would include the implementation of PLC’s with Target Teach. Data should be tracked in a uniform manner with a pre-test and a post-test that are exactly the same and are aligned with the EOG test.  Summary of Results (*Interpretation of Data*): Students show significant growth in reading and math when the basic skills needed to be successful in the content area are identified, reviewed, assessed, remediated and reassessed. 73% of the students showed growth in reading and 57% of the students showed growth in math. Those students who do not show growth from the pre-test to the post-test have been assigned to more intensive intervention during and after school to ensure their success on the End of Grade Test.  Next Steps (*Action Steps*): Now that the basic skills have been identified, reviewed, and assessed, teachers will now identify the Goals that students are showing little to no growth in and will target those goals in the same manner. As a result teachers will dispel the common errors students make in these goals and refocus their efforts in the direction that will allow them to be successful at that Goal. | | |

*OUTCOMES*

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| ***Why did you do it?***   1. The gaps that prohibit students from master SCOS objectives will be addressed. 2. Teachers will use data tables to specific students who do not obtain 80% or better on the initial assessment. 3. Students will show growth in three out of every four (75%) of the basic skills taught in a month. | | |
| **Evaluation Questions** | Measures/Data Sources | **Results** |
| ***What do you need to know?*** | ***How will you find out?*** | ***What were the results?*** |
| 1. How many basic skills were addressed through Target Teach? 2. Was data used in every instance to identify the gaps in student learning? 3. Were all students who needed remediation in a basic skill provided the needed level of intervention to be successful? 4. Did students show growth in 75%> of the basic skills taught during that month? | Target Teach Calendar  Teacher Self Evaluation Survey  Basic Skills data charts  Assigned Tutoring List | * 7 of the 11 basic math skills were addressed during target teach. All 7 of those skills showed growth in the number of students demonstrating 80% or better on the formative assessment. * \_\_\_ of the 12 basic reading skills were addressed during target teach. \_\_\_\_ of those skills showed growth in the number of students demonstrating 80% or better on the formative assessment. * 100% of the skills addressed during target teach has the corresponding data that identifies the students who did not understand that skill and their growth after remediation, in that skill. * \_\_\_ students are enrolled in after school based on an identified need. \_\_\_ students are enrolled in Saturday school based on an identified need. \_\_\_ students are served by day time tutors based on an identified need. |
| **Decisions** (*Guiding Questions: What do the results mean? What are you going to do now?)* Teachers were able to address \_\_\_% of the math skills and \_\_\_% of the reading skills they had previously identified as basic skills that create gaps that prohibit students from mastering SCOS Goals. With the implementation of data tables, teachers were able to use the data to address those specific students who did not obtain 80% or better on the initial assessment. The use of the data tables also enabled teachers to ensure that each skill was showing growth in the number of student scoring 80% or better. As a result, \_\_\_\_% of the skills taught each month showed growth.  Summary of Results (*Interpretation of Data*): Target Teach is a systematic form of planning to identify students who need more focused attention in certain skills. This will allow teachers to show progressive growth over time in building the comprehension of students in that specific content. Teachers are then able to group students and differentiate instruction to students based on their areas of proficient knowledge in comparison to delivering instruction based on unknown/non-proficient areas of knowledge.  Next Steps (*Action Steps*): Teachers will be able to introduce new topics using the basic skills that students show proficiency in to make connections and enable students to retain more knowledge and have deeper understandings. | | |